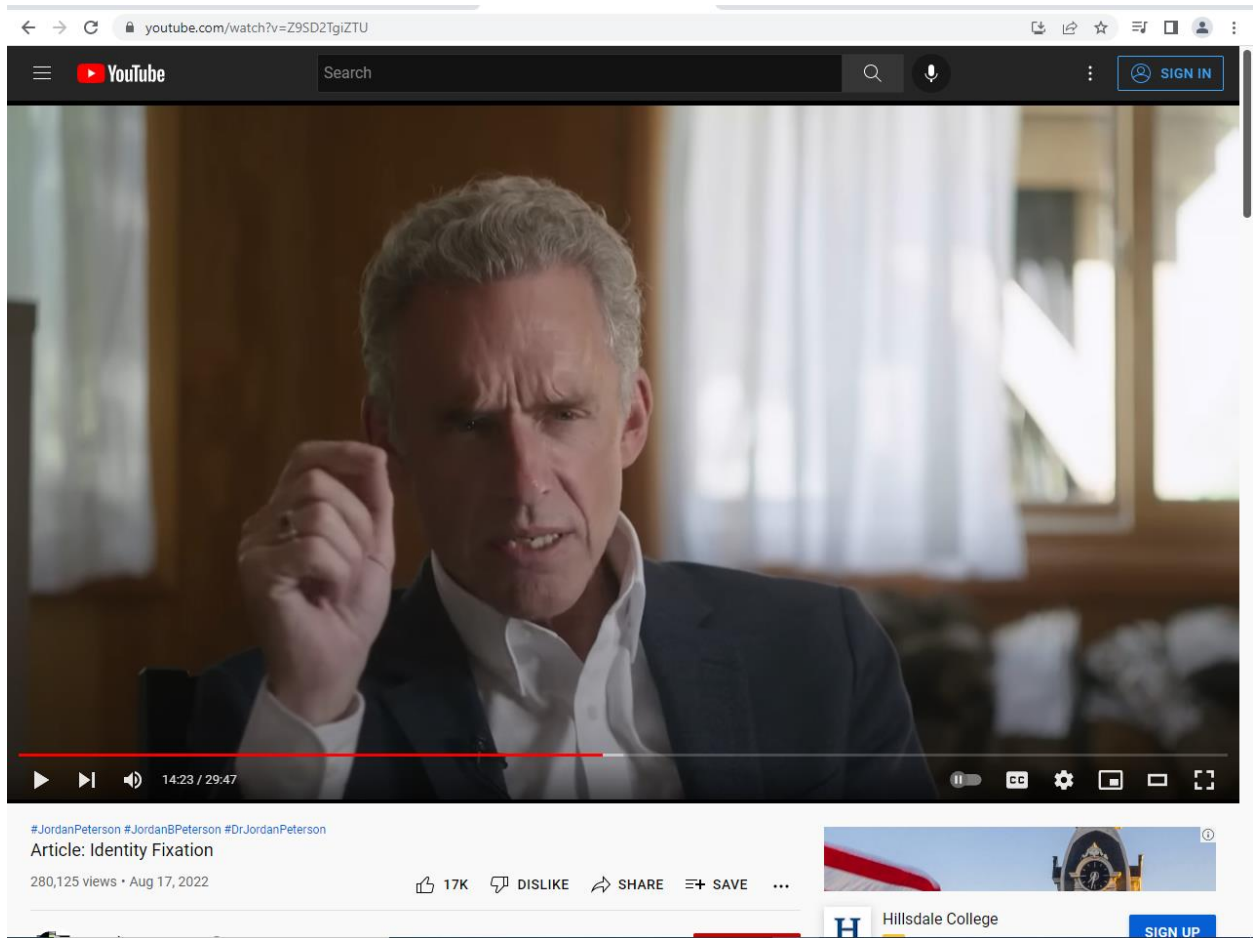


Identity Fixation (2022/08/17)



<https://www.youtube.com/watch?v=Z9SD2TgiZTU>

New generations - more and more - fail to progress past social strategies conceived by the age of two. Dr. Jordan B Peterson explains how roles dictated by feelings and ego, rather than by social and group progression, can be entirely detrimental.

Transcript:

0:00

hello everyone i want to read a piece

0:02

that i recently wrote and i write these

0:04

so that i can think them through very

0:06

carefully by the way instead of just

0:07

reading them

0:09

or

0:09

spontaneously uttering them

0:11

sometimes that works but sometimes you

0:13

have to think things through more in

0:15

more detail this is about identity i

0:17

entitled it identity fixation

0:20

degenerate protestants

0:22

and two-year-olds

0:26

the great psychologist carl jung

0:28

believed that while the fundamental

0:30

threat posed to the integrity of the

0:32

catholic church

0:33

was associated with the temptations of

0:35

centralized power so the pull of

0:38

authoritarianism the threat to

0:40

protestantism

0:41

was unconstrained factionalism

0:44

jung believed that the logical

0:46

conclusion of the protestant revolution

0:48

was atomization

0:50

serious and wide-reaching enough so that

0:52

all those in the protestant world

0:54

would end up members of their own

0:57

personal church

0:59

the wars that currently rage in our

1:01

culture around issues of identity

1:03

can be profitably considered in that

1:06

light

1:07

the radical activists who purport to be

1:10

on the left and therefore standing for

1:12

the oppressed and marginalized

1:15

have attributed to each individual the

1:17

omniscient omnipresent and omnipotent

1:20

power

1:21

once reserved only for god

1:24

this attribution is most evident in

1:26

claims insisting

1:28

upon the unquestionable and purely

1:30

subjective nature

1:32

of identity

1:33

each individual is deemed uniquely

1:36

capable of defining who they are not

1:38

only for themselves but for other people

1:41

a capability increasingly enshrined in

1:44

punitive law

1:46

furthermore the epistemological grounds

1:48

for that claim

1:50

are equally if not more subjective

1:53

a person's identity is to be determined

1:56

by what he she or they or some other

1:59

pronoun variant feels

2:02

a philosophically preposterous claim to

2:05

say the least given the importance of

2:07

the issue at hand which is after all the

2:10

essential nature of a person

2:12

that vague and absolutely arbitrary

2:15

feeling is deemed to exist utterly apart

2:19

from any biological physical or even

2:21

social grounding

2:23

leaving the observer to wonder if it is

2:26

not at least implicitly regarded as the

2:28

manifestation of some disembodied soul

2:32

and furthermore can shift and change

2:34

with time

2:35

place and whim

2:37

in a manner also not to be questioned

2:41

this is all part of the philosophy of

2:43

the authentic self

2:46

also a doctrine of something

2:47

approximating the soul

2:49

where the genuine identity of the person

2:51

is held to be found

2:53

within

2:54

a very ill-defined locale

2:56

what is that neurological

2:58

spiritual

3:00

heavenly

3:01

and all social regulation of that

3:03

identity is held to be unacceptably

3:06

arbitrary punitive and compulsion based

3:09

and all biological determination of that

3:13

parodied as prejudiced

3:16

essentialism in the world where the

3:19

authentic self is the ultimate authority

3:22

only

3:23

the atomized individual rules

3:27

this insistence is reflected not only in

3:30

the observed doctrines of the

3:31

subjectively defined self

3:34

but also in the reconfiguration

3:36

of violence harm and offense

3:40

harm is held to be something only the

3:43

putative target of that harm can define

3:47

if i feel

3:49

that your words have hurt me

3:51

another feeling

3:52

then you are deemed

3:54

guilty

3:55

regardless of intent precedent or the

3:58

opinions of others who may very well not

4:01

agree

4:02

that a reasonable person would have been

4:04

hurt by the action or statement in

4:07

question

4:09

worse

4:10

all of this appears to be a consequence

4:12

of something approximating what freud

4:14

defined as fixation

4:17

that is failure to develop beyond a

4:20

given developmental stage or degree of

4:22

maturity

4:24

freud observed that when people hit an

4:26

insuperable obstacle in the development

4:28

of their personality

4:30

they tended to retain the patterns of

4:32

behavior that characterized their age

4:35

at the time of impediment

4:38

i learned to see this in my clinical

4:41

practice and then also in my private

4:43

life

4:45

now and then when i was discussing

4:46

something serious with one of the people

4:48

i worked with their entire yen would

4:50

shift

4:51

i remember in particular one woman

4:54

about 50 discussing an event that

4:57

occurred when she was about five

4:59

she'd been riding in a shopping cart

5:02

which her mother unfortunately left

5:04

unattended

5:05

on a slanted road

5:07

the cart sped down the road eventually

5:10

tipping spilling out my client

5:12

who then ended up in a hospital

5:14

where she was subjected to the tender

5:17

mercies

5:18

of a rather psychopathic nurse

5:21

when she told me this story her face and

5:23

her body positioning shifted

5:25

dramatically

5:27

it was as if her five-year-old self was

5:29

right there in front of me

5:32

i learned from this occurrence and many

5:34

others like it

5:35

to note very carefully any

5:38

discontinuities unpredictability or

5:41

oddities in the behavior of others

5:43

particularly if repeated and to observe

5:46

carefully

5:47

to determine the age of the spirit

5:49

inhabiting the misbehaving individual

5:53

sometimes i could bring that to the

5:55

attention of the person concerned

5:58

jung recommended giving such partial

6:01

immature spirits of possession names

6:05

to concretize their existence

6:07

to find out what they wanted in

6:10

imaginative discussion and to allow for

6:12

clearer conceptualization

6:15

of their existence

6:17

with regard to maturation

6:20

there is a large literature on the

6:22

development of early aggressive behavior

6:25

slash childhood conduct disorder slash

6:28

adult criminality

6:30

all part of the broad class

6:32

of anti-social personality disorder in

6:34

the psychiatric slash diagnostic

6:36

terminology

6:38

anti-social personality disorder

6:41

is a pernicious manifestation

6:43

harming both those who manifest it as

6:46

they tend to be impulsive and

6:48

self-destructive in their attitudes and

6:50

actions compared to those who have been

6:52

properly socialized

6:54

and posing the substantive danger to the

6:57

stability of social organizations that

6:59

criminals and worse clearly pose

7:03

the condition

7:04

really a pattern of perception and

7:06

action

7:07

makes itself manifest very early in life

7:11

and is characterized by both a

7:13

disheartening stability and longevity

7:16

as well as a remarkable resistance to

7:19

psychiatric or social remediation

7:22

there is a subset of children

7:24

overwhelmingly male who when grouped

7:27

with others of their age

7:29

tend to bite kick hit and steal

7:33

this proclivity

7:35

which characterizes about five percent

7:37

of males

7:38

is evident as early as two years of age

7:42

in fact

7:44

two-year-olds

7:45

are the most violent human beings

7:48

if you group children in peer groups

7:50

with others of their age the

7:52

two-year-olds manifest the most overt

7:55

aggression

7:56

relying on the compulsion of others to a

7:58

degree

7:59

not seen in more mature individuals

8:02

now

8:03

two-year-olds

8:05

are not very dangerous being small

8:08

physically

8:09

unprepossessing and soft so even when

8:13

enraged cannot pose much danger either

8:15

to themselves or others

8:18

and they are certainly capable of rage

8:20

there is little behavior more dramatic

8:21

than a full-fledged two-year-old temper

8:24

tantrum arms a kimbo prostrate on the

8:27

ground fists and legs pumping and

8:29

pounding face red tears of rage

8:33

sometimes accompanied by the remarkable

8:35

ability to suspend breathing until

8:38

unconsciousness

8:41

if you ever saw an adult manifest such

8:43

behavior you would be struck dumb and

8:46

never forget it and i have seen that

8:49

more times than i care to remember

8:51

clinical research has shown that

8:53

although these intrinsically aggressive

8:55

two-year-olds exist

8:56

and these are individuals who are

8:58

perhaps more aggressive than typical

9:00

even earlier than two for reasons that

9:02

may be primarily genetic but may also

9:04

indicate disturbances in the earliest

9:06

environment of relationship

9:09

most of them are socialized before the

9:11

age of four

9:13

a critical age for the instantiation of

9:15

such socialization

9:17

according

9:18

to the freudians

9:20

this means that they have developed a

9:22

superego

9:24

an internal representation of the

9:26

external social order

9:28

primarily inhibitory in its effects

9:32

that forestalls that aggression

9:35

this is generally what people assume

9:37

when they think of

9:39

self-control

9:40

that primordial urges

9:43

urges freud would have associated with

9:44

the id that primal repository of

9:47

animalistic motivation

9:49

have become subject to social control

9:52

compulsion

9:53

and repression

9:56

this

9:57

is not

9:59

what was posited by the great

10:00

developmental psychologist jean piaget

10:04

he had a theory of integration rather

10:06

than of inhibition

10:08

this is a crucially important

10:09

distinction a fundamentally vital

10:12

philosophical distinction

10:14

with profound implications for our

10:16

understanding of child development adult

10:18

behavior and social order

10:22

it

10:22

is of

10:24

vital importance that this dysregulated

10:27

and aggressive behavior be brought under

10:30

control

10:31

regardless for now of the nature of that

10:32

control

10:34

by the time a child is four

10:38

why

10:40

it is normal for two-year-olds to be in

10:43

piaget's terminology

10:45

egocentric

10:47

imagine that the child maturing from

10:49

birth to two

10:50

has a set of developmental requirements

10:53

in front of him or her

10:55

at birth the child is a somewhat

10:57

unspecified set of possibilities rife

11:00

with potential

11:01

but lacking integrated control and

11:04

physical skill the child has to learn to

11:06

move with ever greater degrees of

11:09

precision

11:10

gaining the ability to voluntarily move

11:13

arms and legs and then hands and fingers

11:15

and toes as he or she learns to reach

11:17

and grasp and walk and run and kick and

11:21

jump

11:22

the child also has to learn to integrate

11:24

across all those abilities so that he

11:26

can walk and chew gum say

11:29

at the same time

11:32

simultaneously he or she has to unify

11:36

a diverse set of fundamental

11:38

biologically predicated emotions and

11:40

motivations

11:41

circuits so to speak governing goal

11:44

directed action

11:45

response to damage danger and the

11:48

unknown food and water intake

11:50

temperature regulation rage exploration

11:53

interpersonal care

11:55

and play

11:57

this

11:58

is an incomplete list and its details

12:00

are subject to ongoing debate

12:03

it is an error

12:05

and a logical conclusion in some sense

12:07

of the essentially

12:09

insistence on the autonomy of the self

12:12

to assume that these diverse drives and

12:14

impulses are subject only to inhibition

12:18

as the individual matures that there is

12:21

a battle in the freudian sense between

12:23

the id and the super ego that all

12:26

socialization is essentially a

12:28

consequence of external compulsion

12:30

and that the social world is the enemy

12:32

of autonomy and freedom

12:37

how might the alternative be understood

12:41

as the infant matures towards his or her

12:44

two-year-old self

12:46

the various subsystems given at birth

12:48

and biologically instantiated organize

12:51

themselves

12:52

competitively and cooperatively into an

12:55

integrated hierarchy

12:56

with a goal

12:58

at least implicit

13:00

beginning to manifest itself at the

13:01

pinnacle

13:03

that goal

13:05

is full integration into society

13:08

and recognition by the others who make

13:10

up that society

13:12

of the value and worth of the integrated

13:14

individual

13:16

such integration occurs as a consequence

13:18

of the cooperation and competition that

13:21

makes up socialization itself

13:26

even breastfeeding is a negotiation

13:29

the child has to learn how to latch onto

13:31

the nipple without biting without too

13:34

much fuss

13:35

with a certain degree of cooperation

13:37

even in the face of hunger and

13:38

discomfort

13:40

the child is best served not only by its

13:43

demands

13:44

but by the impetus to maintain and

13:46

extend the developing mutual care-based

13:49

relationship with the mother

13:52

even those who might doubt such a thing

13:56

have had ample opportunity to observe if

13:59

they care to the proclivity for children

14:01

to burst into tears if surrounding

14:04

children do so

14:05

and to manifest distress in the face of

14:08

the distress of their mother

14:10

or father that empathy

14:13

is there very early

14:15

and is part of what regulates what might

14:17

be otherwise considered the more basic

14:19

and self-centered drive of hunger

14:22

the child must also learn how to balance

14:25

fear with the desire to explore

14:27

rage with the wish to maintain social

14:30

relations the same applies to exhaustion

14:33

and the narrow desire to dominate

14:36

most importantly with the wish

14:39

to continue

14:41

playing

14:44

by the time a child nears the end of his

14:46

or her second year of life

14:48

what might be described as the internal

14:50

hierarchical organization has made

14:53

itself manifest

14:55

the two-year-old is in some sense

14:58

internally consistent enough to be

15:00

somewhat autonomous

15:02

and to maintain enough balance across

15:04

emotions and motivations which can still

15:06

be powerfully disruptive to manage long

15:08

periods of voluntary exploration and

15:11

self-guided play

15:14

but two-year-olds

15:15

lack the ability to integrate across

15:19

others

15:20

piaget observed that two-year-olds

15:23

placed together

15:24

cannot really share

15:26

this is an average observation they

15:29

don't really play together either

15:32

each two-year-old quite likely to grab

15:34

and hoard toys for themselves plays with

15:37

said toys according to the dictates of

15:39

their individual imaginations

15:42

they are in their own subjective world

15:45

so to speak

15:46

and are as of yet unable to engage in

15:50

the true social play characteristic

15:53

of shared

15:54

pretense

15:56

let's pretend

15:58

their identities are defined

16:00

subjectively two-year-olds are

16:02

egocentric in the piagetian terminology

16:06

they will insist that the game

16:08

they have defined and fallen into

16:11

is the game that must be played

16:14

and they will become frustrated and

16:15

unruly if that egocentric play

16:18

is disrupted

16:21

around three

16:23

this changes

16:24

the properly developing child becomes

16:26

able to communicate well enough

16:28

to start to bring his or her own being

16:31

in line with that of another

16:33

one two-year-old might sit beside

16:35

another play independently with his

16:37

truck while his potential partner in

16:39

play imagines another game with a doll

16:43

now and then they might interact but

16:44

without attempting to bring their mutual

16:47

play worlds together

16:50

two

16:51

mature three-year-olds by contrast

16:54

can begin to negotiate

16:57

a shared play space

17:00

this is the beginning

17:02

both of mature identity

17:04

intensely social and thoroughly

17:06

negotiated in its nature and of

17:09

sophisticated social being

17:12

one might propose to the other you be

17:14

the daddy and all be the mummy and this

17:17

can be our house

17:19

each can then adopt that fiction as an

17:21

identity and play out the interaction

17:24

that exploratory play

17:26

is the child's primary form of thought

17:29

particularly in relationship to identity

17:31

and occurs almost entirely in a social

17:33

space

17:35

a well-developed child of three

17:38

can subordinate his or her impulsive

17:41

short-term drives

17:42

to the demands of a larger

17:45

more inclusive narrative

17:48

and can listen and take turns during the

17:50

game

17:51

as well as modifying his or her behavior

17:53

in response to the ongoing drama of the

17:56

pretend play

17:59

and there is little difference

18:01

except in degree

18:04

between successfully playing house as a

18:06

child of three to seven say

18:08

and doing the same

18:10

as an adult

18:11

the basic structure for the cooperation

18:15

and competition toward a shared end

18:17

the establishment of a peaceful loving

18:20

productive generous secure

18:22

and playful home

18:25

makes itself manifest at that early age

18:28

play is so crucially important to

18:30

children and so utterly engaging to them

18:32

because it constitutes a microcosm of

18:34

the expanded adult social world

18:39

the child who

18:41

by the age of four

18:44

insists

18:45

that only the identity has formulated

18:48

matters

18:49

and only the game that he wishes to play

18:51

is to be played

18:53

will find himself exceptionally

18:55

unpopular with his four-year-old peers

18:58

this is a complete catastrophe as the

19:01

primary agents of socialization for

19:03

children four years old and older

19:06

are other children

19:08

this means that the child who still uses

19:11

the strategies of a two-year-old at the

19:13

age of four

19:15

particularly if those strategies involve

19:17

the violence of that small percentage of

19:19

two-year-olds who spontaneously manifest

19:22

aggression

19:24

will be unable

19:26

to make friends

19:29

this means further that he or she will

19:31

basically be outcast alone frustrated

19:35

angry and arguably worse falling further

19:39

and further behind

19:41

comparatively speaking with every

19:43

passing month and year

19:45

the aggressive two-year-old who is still

19:47

kicking biting hitting stealing

19:50

having temper tantrums when frustrated

19:52

and is unable to adopt a negotiated

19:55

identity is all too frequently

19:58

a bully a narcissist a delinquent when

20:02

teenaged and then later

20:05

a criminal

20:06

the best predictor of adolescent and

20:08

adult criminal behavior is

20:11

childhood conduct disorder which is

20:14

characterized precisely by such

20:16

attributes evident upon further

20:19

exploration

20:20

at a very early age

20:22

identity

20:24

is negotiated plain and simple not

20:29

subjectively defined

20:32

for all of those who have matured past

20:34

the level of an egocentric and sometimes

20:37

violent two-year-old

20:40

and yet our society is increasingly

20:42

predicated upon the insistence that such

20:46

ego-centric definition of identity

20:48

must be accepted at face value with all

20:51

exceptions to that acceptance

20:54

punishable by law

20:57

there is nothing good about this for

21:00

anyone

21:02

the adolescents who insist that their

21:04

identity be subjectively defined and who

21:08

simultaneously toy with a fluid

21:10

self-description even at the level of

21:12

basic sex to say nothing of gender or

21:15

sexual attraction appear fixated at the

21:18

two-year-old level of development

21:21

they are ensconced in a subjective

21:24

solipsistic world of pretense which

21:27

operates independently of the concerns

21:29

of all others they insist

21:32

with all the egocentricity of a

21:34

two-year-old

21:35

that their opinion about their identity

21:37

regardless of whether that identity

21:39

constitutes a playable social game

21:41

voluntarily acceptable to others is to

21:43

be regarded as paramount with all

21:46

violations marked by what is essentially

21:49

a temper tantrum

21:51

and with all violators regardless of

21:53

intent another characteristic of

21:55

two-year-old thought to be punished as

21:58

perpetrators

22:00

why might this be

22:03

well first

22:04

children are now being born to adults

22:06

who are old enough by historical

22:08

standards to be grandparents

22:10

such adults are likely to be more

22:12

conservative and sheltering than younger

22:15

parents

22:16

they are also possessed of the resources

22:18

that make optimal deprivation for their

22:21

children difficult

22:23

if your family is wealthy why not shield

22:26

your children from all threat and pain

22:29

but therefore also from all necessary

22:32

challenge if your family is wealthy

22:35

why not give in to every material

22:37

request and fulfill every whim

22:39

particularly if accompanied by an

22:41

unpleasant emotional outburst easily if

22:44

only temporarily quelled by parental

22:47

submission

22:49

second

22:50

children are increasingly likely to be

22:53

only children

22:54

and it is highly probable that much of

22:56

the basic narcissism of the two-year-old

22:59

developmentally appropriate at two but

23:01

not thereafter is negotiated or even

23:05

pounded out by siblings who tend to be

23:08

very intolerant of excess self

23:11

absorption and attention seeking

23:14

third

23:15

parents are guilty

23:17

in this atomistic protestant slash

23:20

liberal sense believing at least

23:22

implicitly and often explicitly that any

23:25

restrictions placed on the development

23:28

of their darling will interfere with his

23:30

or her happiness which generally means

23:32

moment-to-moment emotional stability and

23:35

even worse

23:37

creativity

23:38

as if the relationship between

23:40

constraint and creative endeavor is

23:42

negative rather than positive even

23:45

though the latter is clearly and

23:46

demonstrably true

23:48

we are also likewise increasingly

23:51

required to believe and even sometimes

23:53

actually believe that all social

23:56

institutions are predicated upon

23:57

compulsion and the arbitrary expression

24:00

of power

24:01

and that the relationship between the

24:03

authentic and true individual and the

24:05

social world is fundamentally

24:07

antagonistic and something our children

24:09

must be protected from if they are to

24:11

develop fully

24:13

this extends even to the point of

24:15

skepticism about the utility and

24:17

necessity of so-called competitive games

24:21

as if it could be a game at all in most

24:24

cases without that necessary element of

24:28

competitive striving toward what is

24:30

after all the point or goal of the game

24:35

fourth

24:37

we surround our children with attention

24:40

attracting screams

24:42

from the time they are very young

24:44

onward

24:45

through their young lives

24:47

even when my wife and i had young

24:49

children and although we were both near

24:52

30 we were often the youngest parents

24:54

with the oldest children

24:55

the typical consequence of visiting

24:57

another couple with kids the same age as

24:59

ours was their immediate positioning in

25:01

front of a tv

25:03

so that they would not disturb the

25:04

adults for a few hours the kids should

25:07

have been tossed so to speak into the

25:09

basement together without anything

25:12

distracting

25:14

so that they became bored and frustrated

25:16

enough

25:17

to invent their own entertainment

25:20

which certainly would have entailed the

25:22

generation of the spontaneous and

25:24

mutually engaging drama

25:27

that constitutes

25:29

pretend play

25:31

we worry very much about the content

25:33

that children are exposed to on our

25:35

ubiquitous personal phones even

25:38

more invasive than the tv that everyone

25:40

worried about for decades

25:42

but it's not the content as marshall

25:44

mcluhan pointed out

25:46

it's the medium itself

25:48

what children are not doing when glued

25:51

to a screen is a more important

25:54

determinant of their now too often

25:56

pathological development then whatever

25:58

content they might be exposing

26:00

themselves to

26:02

there is no good evidence for example

26:04

that children who watch more violent

26:06

stories or play more violent video games

26:08

are driven towards violence by that

26:10

content

26:12

it is far more likely that kids with a

26:14

propensity for violence at age two say

26:16

are unlikely to mature out of that

26:19

propensity if their salutary play with

26:22

other children is constantly disrupted

26:25

by the presence of screens

26:28

fifth

26:30

and perhaps as a consequence of older

26:32

parents more resources and fewer

26:34

siblings

26:36

we radically privilege safety over play

26:39

exploration curiosity autonomy

26:42

and encouragement

26:44

this proclivity has been accelerated by

26:46

the rise of single mother families as

26:49

mothers are more likely to be concerned

26:50

about safety given the on average higher

26:53

levels of threat sensitivity

26:55

characteristic of women and less likely

26:58

to facilitate the forms of play that

26:59

appear risky in the short term

27:02

but which have marked advantages in the

27:04

broader social world and at more

27:06

sophisticated stages of maturity

27:09

this problem is exacerbated by the

27:11

broader scale shortage of male primary

27:14

school teachers the relative dearth of

27:17

males in positions that enable the

27:19

masculine socialization of children and

27:22

the high probability that in the case of

27:24

divorce primary custody will be awarded

27:27

to the mother

27:28

all of this is made worse

27:31

by the broad scale

27:33

of male patterns of child and adolescent

27:36

care that now characterize our society

27:39

none of this is remotely acceptable and

27:43

it is certainly not sustainable

27:45

the absence of father patterned

27:48

socialization is a complete catastrophe

27:51

for children as the clinical

27:53

developmental literature makes perfectly

27:56

clear

27:58

we have become so deluded in our

28:01

theories of identity that we now

28:04

privilege to use that hated word the

28:07

solipsistic self-pronouncement of

28:09

developmentally delayed adolescents

28:12

possessed though they are by the

28:14

necessity to frantically engage in the

28:17

kinds of pretend play they should have

28:19

been encouraged to manifest when

28:22

transitioning

28:23

from the age of two to three

28:26

this

28:27

impulse for pretense suppressed by

28:30

eatable helicopter parents

28:32

re-emerges with pronounced motivational

28:35

force and no shortage of moral outrage

28:38

when interfered with when those damaged

28:40

children escape from home to school or

28:44

university and get enough freedom to

28:46

embark upon their now terribly delayed

28:49

journey of maturation

28:51

they experiment with their gender

28:54

identity

28:55

even extending that into the world of

28:57

sheer make-believe

28:59

hence all the experiments with animal

29:01

and fictional identities in precisely

29:04

the manner of very young children

29:06

attempting to find their place in the

29:08

social world these attempts at identity

29:11

development

29:12

should be viewed with compassion

29:14

reflective as they are both of a very

29:16

disturbed society and more particularly

29:20

a very disturbed childhoods

29:23

but that does not mean that the identity

29:27

claims of exceptionally immature

29:29

adolescents

29:30

buttressed by the idiot intellectuals

29:33

who purport to serve as teachers and

29:35

guides

29:36

should now come to establish our social

29:39

norms

29:40

let alone our laws

Description Section:

New generations - more and more - fail to progress past social strategies conceived by the age of two. Dr. Jordan B Peterson explains how roles dictated by feelings and ego, rather than by social and group progression, can be entirely detrimental.

Dr. Peterson's extensive catalog is available now on DailyWire+: <https://utm.io/ueSXh>

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